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ABSTRACT

This document presents content and performance standards for physical education in Nevada's public schools. The five content standards are: students will understand and apply movement concepts and principles to the learning and development of motor skills; students will demonstrate competency in many movement forms and proficiency in a few movement forms; students will demonstrate an understanding of dance through skills, techniques, and choreography, and will understand dance as a form of communication; students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle; and students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings. Physical education performance level descriptors are presented for grades 2, 3, 5, 8, and 12. (SM)

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Nevada Department of Education Physical Education Content Standards [and] Performance Level Descriptors.

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Content Title: PHYSICAL EDUCATION
Content Standard 1.0: Students understand and apply movement concepts and principles to the learning and development of motor skills.

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Vocabulary	1.2.1 Understand the vocabulary of simple movement patterns.	1.3.1 Utilize a movement vocabulary for manipulative, locomotor, and non-locomotor movement activities.	1.5.1 Utilize vocabulary to differentiate between more complex game-like strategies (i.e. offense, defense).	1.8.1 Describe a strategy for sport utilizing appropriate vocabulary.	1.12.1 Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e. round robin tournament).
Concepts	1.2.2 Identify the basic elements (i.e. opposition) of movement forms	1.3.2A Apply basic elements to improve personal performance. 1.3.2B Apply the basic elements of a movement form in a dynamic environment.	1.5.2A Identify and apply the intermediate elements (i.e. force and accuracy) of movement forms. 1.5.2B Apply simple strategies to game like situations.	1.8.2 Describe and apply the advanced elements (i.e. speed) of movement forms and game strategies (i.e., softball game situation).	1.12.2 Integrate discipline-specific knowledge to new physical activities.
Performance Enhancement	1.2.3 Identify and respond to cues that enhance skill performance (i.e., when catching, "look, reach and give").	1.3.3 Identify simple cues in the performance of peers.	1.5.3 Identify the characteristics of highly skilled performance in a few movement forms.	1.8.3 Evaluate movement forms for skill improvement (i.e., checklists, rubrics).	1.12.3 Analyze personal performance and apply results for improvement (i.e. lower target heart rate).

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Content Title: PHYSICAL EDUCATION
Content Standard 1.0: Students understand and apply movement concepts and principles to the learning and development of motor skills.

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Physiological Effects	1.2.4 Identify the physiological signs of moderate physical activity (i.e. fast heart rate and perspiring).	1.3.4 Know how to monitor the physiological changes occurring during moderate physical activity (i.e. heavy and muscular breathing fatigue).	1.5.4 Explain the physiological factors (i.e. heredity) affecting individual differences in physical fitness levels.	1.8.4 Recognize physiological benefits of exercise during and after physical activity.	1.12.4 Analyze and compare health and fitness benefits derived from various physical activities.

Definitions 1.0

Concept: A general idea or understanding.

Dynamic Environment: Apply a skill with more than one variable introduced (i.e. speed, opponents, combining two skills).

Force: The use of power or exertion.

Locomotor Movement: Locomotor skills are used to move the body from one place to another or to project the body upward, including walking, running, jumping, leaping, hopping, skipping, sliding, and galloping.

Manipulative Skills: Movement that occurs in conjunction with an object (i.e. dribbling a basketball).

Movement Form: All movement parts that define a skill (i.e. throwing, skipping, and catching).

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Motor Skills: Utilization of the body's muscles to enact a movement form.

Nonlocomotor Movement: Movement that is organized around the axis of the body, including bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, swinging etc.

Opposition: Coordinated movement of arms and legs on the opposite sides of the body (i.e. in right-handed throwing, the forward step should be made with the left foot).

Content Title: PHYSICAL EDUCATION

Content Standard 2.0: Students demonstrate competency in many movement forms and proficiency in a few movement forms.

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Locomotor and Nonlocomotor Movement	2.2.1 Demonstrate a mature form in skipping, hopping, galloping and sliding in isolation and in combination.	2.3.1 Demonstrate a mature form in most locomotor and nonlocomotor movements.	2.5.1 Utilize locomotor and nonlocomotor movements in physical activities.	2.8.1 Refine locomotor and nonlocomotor movements in a sport setting.	
Manipulative Skills	2.2.2 Perform a variety of basic level manipulative skills in isolation (i.e. bouncing & catching).	2.3.2A Combine manipulative skills in simple combinations (i.e. Catch and throw, dribbling while running). 2.3.2B Perform a variety of manipulative skills in an uncomplicated yet changing environment.	2.5.2 Execute a combination of skills in a new and dynamic environment.	2.8.2 Refine previously learned manipulative skills. 2.8.2b Demonstrate the elements of more advanced manipulative skills (i.e. overhand serve).	2.12.2 Demonstrate proficiency in at least three movement forms in two or more sports.

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Content Title: PHYSICAL EDUCATION

Content Standard 2.0: Students demonstrate competency in many movement forms and proficiency in a few movement forms.

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Weight Transfer and Balance	2.2.3 Demonstrate a combination of 2 simple weight transfers and balance movements (i.e. one leg to another, feet to hands).	2.3.3 Sequence combinations of more complex weight transfer and balance movements (i.e. balance to a roll).	2.5.3 Create and perform sequence, alone or with a group, that combines weight transfer and balance movements.	2.8.3 Explain how scientific principles (i.e. force & speed) apply to weight transfer and balance movements.	2.12.3 Apply scientific principles to weight transfer and balance movements.

Definitions 2.0

Dynamic Environment: Apply a skill with more than one variable introduced (i.e. speed, opponents, combining two skills).

Locomotor Movement: Locomotor skills are used to move the body from one place to another or to project the body upward, including: walking, running, jumping, leaping, hopping, skipping, sliding, and galloping.

Mature: Demonstrates a movement that contains all the basic elements of that movement done in proper sequence and with proper timing,.

Manipulative Skills: Movement that occurs in conjunction with an object (i.e. dribbling a basketball).

Movement Form: All movement parts that define a skill (i.e. throwing, skipping, and catching).

Motor Skills: Utilization of the body's muscles to enact a movement form.

NonLocomotor Movement: Movement that is organized around the axis of the body, including: bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, and swinging.

Content Title: PHYSICAL EDUCATION
Content Standard 3.0: Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Elements of movement$_{(1)}$	3.2.1A Create shapes at high, medium, and low levels in a movement sequence. 3.2.1B Demonstrate locomotor movements in varying directions (i.e. forward, backward, sideways), and pathways (i.e. straight, curved). 3.2.1C Demonstrate qualities of movement (i.e. heavy/light, strong/weak, tight/loose).	3.3.1A Create shapes at high, medium, and low levels in a movement sequence with a partner. 3.3.1B Demonstrate locomotor movements in varying directions and pathways with a partner. 3.3.1C Demonstrate qualities of movement with a partner.	3.5.1A Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels, and pathways. 3.5.1B Clearly demonstrate a range of qualities of movement (i.e. bound/free percussive/sustained) 3.5.1C Observe and identify the action (i.e. skip, gallop) and movement elements (i.e. direction, level) of brief movement sequences.	3.8.1A Identify and demonstrate basic dance steps, positions and patterns from two different theatrical styles and/or traditional styles of dance. 3.8.1B Observe and describe (i.e. breakdown/analyze movements) the actions and qualities of movement in a dance sequence using appropriate dance vocabulary.	3.12.1A Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance. 3.12.1B Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.

Choreography (2)	3.2.2A Create a movement sequence with a beginning, middle, and end with or without a prop (i.e. lummi sticks, streamers). 3.2.2B Demonstrate relationship qualities (i.e. near/far, over/under, next to)	3.3.2A Create a movement sequence with a beginning, middle, and end with a partner with or without a prop (i.e. lummi sticks, streamers). 3.3.2B Demonstrate partner skills (i.e. copying, leading, following, and/or mirroring).	3.5.2A Create and perform an identifiable beginning middle, and end of a movement sequence both with and without rhythmic accompaniment. 3.5.2Bb Apply partner skills while creating a movement sequence. 3.5.2C Create a movement phrase, accurately repeat it and then vary it, making changes in the time, space, and/or qualities of movement. 3.5.2D Recognize the elements of movement (i.e. shape, level, and pathways) found in dance, sports, and everyday actions.		
Communication (3)	3.2.3 Discuss and demonstrate how movement in dance is used to communicate.	3.3.3A Express emotions through movement (i.e. happy, sad, angry). 3.3.3B Observe and discuss how dance differs from and/or is the same as sports and everyday actions.	3.5.3A Create a movement sequence to express an idea/concept. 3.5.3B Discuss interpretations and reactions to a movement sequence.		

Rhythmic movement[4]	3.2.4A Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e. lummi sticks, jump ropes, and streamers).	3.3.4A Perform various movements to a steady beat with or without a prop with a partner. 3.3.4B Move to a steady beat at various tempos.	3.5.4A Create and perform various movements to a steady beat with or without a prop (i.e. tinkling poles) within a group. 3.5.4B Move to a musical beat and respond to changes in tempo (i.e. use a hand drum, recorder, segments of music of various tempos).	3.8.4 Accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic (i.e. perform simple rhythmic dance sequences).	3.12.4 Demonstrate rhythmic acuity.
Organized[5] Dance	4.2.5 Perform simple folk and/or social (i.e. bunny hop, line dance, contemporary) dances.	3.3.5 Perform folk, and/or social dances from various cultures.	3.5.5a Perform more technically complex folk, and/or social, dances and identifying the cultural and historical contexts.	3.8.5 Perform traditional and/or theatrical style dances of different time periods or cultures and describe differences in steps and movement styles.	3.12.5 Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.

Notes: For in-depth dance studies grades 3 –12 see:

(1) Dance Content Standard 1.0: Students identify and demonstrate movement elements and skills in dance performance.
(2) Dance Content Standard 2.0: Students understand choreographic principles and processes.
(3) Dance Content Standard 3.0: Students use and recognize dance as a way to create and communicate meaning.
(4) Dance Content Standard 1.0: Students identify and demonstrate movement elements and skills in dance performance (1.3.6, 1.5.6, 1.8.6, 1.12.6).
(5) Dance Content Standard 5.0: Students perform dance from various cultures and historical periods.

Definitions – 3.0

Movement sequence: A short series of movements.

Nonlocomotor Movement: Movement that is organized around the axis of the body. They include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, and other such skills.

Qualities of Movement: The energy or force applied to movement (i.e. strong/weak, percussive/sustained).

Theatrical styles include ballet, jazz, modern, musical theater, tap, etc.

Traditional styles include classical (court dances), ethnic, folk, social (ballroom to contemporary), etc.

Content Title: PHYSICAL EDUCATION
Content Standard 4.0: Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Assessment	4.2.1 Identify health-related fitness components addressed in selected exercises.	4.3.1 Describe implications of the results of formal health-related fitness assessment.	4.5.1 Create personal goals related to fitness assessment.	4.8.1 Design a personal health-related fitness program based on an accurately assessed fitness profile.	4.12.1 Refine health-related fitness goals as defined by a formal guideline.
Cardio Respiratory Exercise	4.2.2 Engage in daily moderate to vigorous structured physical activity.	4.3.2 Sustain moderate to vigorous physical activity for longer periods of time to improve physical fitness.	4.5.2 Maintain a continuous aerobic activity (at a target heart rate) for a specified time.	4.8.2 Understand and apply principles of training/ conditioning (i.e. threshold, overload and specificity) to regular fitness activities.	4.12.2 Independently engage in physical activity that addresses fitness and wellness throughout life.

Content Title: PHYSICAL EDUCATION
Content Standard 4.0: Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Health-related Components	4.2.3 Identify health-related fitness components (i.e. muscular strength, muscular endurance, flexibility, cardiorespiratory and body composition).	4.3.3 Engage in activity that results in the development of health-related components.	4.5.3 Identify the health-related components of fitness in various activities.	4.8.3. Identify and/or participate in a variety of health-related fitness activities in both school and community.	4.12.3 Analyze a personal healthy lifestyle independent of teacher intervention.
Safety	4.2.4 Perform various structured exercises in a safe manner.	4.3.4 Identify proper warm-up, conditioning, and cool-down techniques and the reason for using them.	4.5.4 Utilize proper warm-up, conditioning, and cool-down techniques.	4.8.4 Compare safe and unsafe exercises and demonstrate safe exercise alternatives.	4.12.4 Evaluate physical activity for injury potential.

Definitions – 4.0

Aerobic: An individual's ability to use oxygen for an extended period of time.

Body Composition: Proportion of body fat to lean body mass.

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Cardiorespiratory: Involves the ability of the heart and lungs to supply oxygen to the working muscles for an extended period of time.

Flexibility: The ability to move muscles and joints through a range of motion.

Muscular Endurance: The ability of muscles to sustain repeated productions of force at low to moderate intensity over an extended period of time.

Muscular Strength: The ability of muscles to produce force at high intensity over a short period of time.

Overload: The amount of exercise that is needed to improve fitness levels.

Physiological: The body's physical functions (i.e. breathing, sweating, and heart rate).

Wellness: The balance among the interdependent components (i.e. physical, social, and emotional) that contribute to a person's well-being.

Content Title: PHYSICAL EDUCATION

Content Standard 5.0: Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Self Responsibility	5.2.1 Apply class rules, procedures and safe practices with teacher reinforcement.	5.3.1 Apply class rules, procedures, safe practices, and etiquette with limited or no teacher reinforcement.	5.5.1 Make proper decisions about applying rules, procedures, and etiquette.	5.8.1 Analyze potential consequences when confronted with a behavior choice.	5.12.1 Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.
Social Interaction	5.2.2 Engage in physical activity involving cooperation and sharing to complete assigned task.	5.3.2 Identify positive responses to challenges, successes and failures in physical activity (i.e. sportsmanship).	5.5.2 Demonstrate positive responses to challenges, successes and failures in physical activity.	5.8.2 Work cooperatively within a group to achieve goals in cooperative or competitive situations.	5.12.2 Accept leadership responsibility in a group setting.
Diversity	5.2.3 Demonstrate components of respect during activities regardless of personal differences (i.e. skill level, gender, race and disability).	5.3.3 Understand and accept purpose for modifying activities with regard to diversity and physical ability.	5.5.3 Manage conflict positively and demonstrate teamwork and sportsmanship while interacting with others regardless of differences.	5.8.3 Demonstrate behavior which is supportive and inclusive in physical activity settings.	5.12.3 Evaluate the role of physical activity in a diverse society (i.e. skill level, gender, race and disability).

Content Title: PHYSICAL EDUCATION
Content Standard 5.0: Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Multi-Cultural Appreciation and Tolerance	5.2.4 Participate in multi-cultural activities (dance, games, and activities).	5.3.4 Understand the connection between a dance, game or sport and the culture in which it originates.	5.5.4 Identify similarities and differences in games, sports and dance from other cultures.	5.8.4 Demonstrate a multicultural physical activity to others (i.e. dance, games, and sports).	

Definitions – 5.0

Diversity: Quality of being different.

Elements: Basic part of a movement.

Etiquette: Established rules of conduct specific to particular games, sports, or activities (i.e., during a volleyball game, the ball is returned by rolling it under the net).

Respect: Willingness to show consideration or appreciation for one another (i.e. listening to others, not using putdowns).

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Physical Education Performance Level Descriptors
Grade 2

Content Standard 1.0:	A physically educated student understands and applies movement concepts to the learning and development of motor skills.
EXCEEDS STANDARD	▪ Utilize and explain the vocabulary of simple movement patterns. ▪ Identify and perform the basic elements of movement forms. ▪ Discuss cues that enhance skill performance. ▪ Describe and illustrate the physiological signs of moderate physical activity.
MEETS STANDARD	▪ Understand the vocabulary of simple movement patterns. ▪ Identify the basic elements (i.e. opposition) of movement forms. ▪ Identify and respond to cues that enhance skill performance (i.e. when catching "look, reach, and give"). ▪ Identify the physiological signs of moderate physical activity (i.e. fast heart rate and heavy breathing).
APPROACHES STANDARD	▪ Understand some of the vocabulary of simple movement patterns. ▪ Identify the basic elements of movement forms with assistance. ▪ Identify and respond to some cues that enhance skill performance. ▪ Can identify with assistance the physiological signs of moderate physical activity.
BELOW STANDARD	▪ Unable to understand the vocabulary of simple movement patterns. ▪ Unable to identify the basic elements of movement forms. ▪ Unable to identify and respond to cues that enhance skill performance. ▪ Has difficulty identifying the physiological signs of moderate physical activity even with teacher assistance.

Physical Education Performance Level Descriptors
Grade 3

Content Standard 1.0:	A physically educated student understands and applies movement concepts to the learning and development of motor skills.
EXCEEDS STANDARD	▪ Utilize and explain a movement vocabulary for manipulative locomotor and nonlocomotor movement activities. ▪ Explain the basic elements of a movement form in a dynamic environment. ▪ Assist a peer in the improvement of his/her performance. ▪ Monitor and adjust to physiological changes during moderate physical activity.
MEETS STANDARD	▪ Utilize a movement vocabulary for manipulative, locomotor, and nonlocomotor movement activities. ▪ Apply the basic elements of a movement form in a dynamic environment. ▪ Identify simple cues in the performance of peers. ▪ Know how to monitor the physiological changes occurring during moderate physical activity.
APPROACHES STANDARD	▪ Utilize a limited movement vocabulary for manipulative, locomotor, and nonlocomotor movement activities. ▪ Unable to clearly distinguish the basic elements of a movement form in a dynamic environment. ▪ Identify simple cues in the performance of peers with teacher assistance. ▪ Requires assistance to explain how to monitor the physiological changes occurring during moderate physical activity.
BELOW STANDARD	▪ Unable to utilize a movement vocabulary for manipulative, locomotor, and nonlocomotor movement activities. ▪ Unable to identify the basic elements of a movement form in a dynamic environment. ▪ Unable to identify simple cues in the performance of peers. ▪ Have little success explaining how to monitor the physiological changes occurring during moderate physical activity.

Physical Education Performance Level Descriptors
Grade 5

Content Standard 1.0:	A physically educated student understands and applies movement concepts to the learning and development of motor skills.
EXCEEDS STANDARD	▪ Apply and explain vocabulary to differentiate between more complex game-like strategies. ▪ Identify and apply the intermediate elements of movement forms. ▪ Apply and explain more complex strategies to game-like situations. ▪ Identify the characteristics of a skilled performance in multiple movement forms. ▪ Compare and contrast the physiological factors affecting individual differences in physical fitness levels.
MEETS STANDARD	▪ Utilize vocabulary to differentiate between more complex game-like strategies (i.e., offense, defense). ▪ Identify the intermediate elements of movement forms. ▪ Apply simple strategies to game-like situations. ▪ Identify the characteristics of a skilled performance in a few movement forms. ▪ Explain the physiological factors affecting individual differences of physical fitness levels.
APPROACHES STANDARD	▪ Difficulty applying vocabulary to differentiate between more complex game-like strategies. ▪ Unable to clearly distinguish the intermediate elements of movement forms. ▪ Difficulty applying simple strategies to game-like situations. ▪ Able to identify some characteristics of a skilled performance in a few movement forms. ▪ Partially explain the physiological factors affecting individual differences in physical fitness levels.
BELOW STANDARD	▪ Unable to apply vocabulary to differentiate between more complex game-like strategies. ▪ Unable to identify the intermediate elements of movement forms. ▪ Unable to apply simple strategies. ▪ With difficulty, identifies some characteristics of a skilled performance in a few movement forms. ▪ Inadequately explain the physiological factors affecting individual differences in physical fitness levels.

Physical Education Performance Level Descriptors
Grade 8

Content Standard 1.0:	A physically educated student understands and applies movement concepts to the learning and development of motor skills.
EXCEEDS STANDARD	▪ Explain and defend movement and game strategies utilizing appropriate vocabulary. ▪ Critique the advanced elements of movement forms and game strategies. ▪ Evaluate movement forms for skill improvement and apply results of evaluation. ▪ Assess the physiological benefits of exercise during and after physical activity.
MEETS STANDARD	▪ Describe movement and game strategies utilizing appropriate vocabulary. ▪ Describe and apply the advanced elements of movement forms and game strategies. ▪ Evaluate movement forms for skill improvement. ▪ Recognize physiological benefits of exercise during and after physical activity.
APPROACHES STANDARD	▪ Show little progress in utilizing appropriate vocabulary to refine movement and game strategies. ▪ Able to describe most of the advanced elements of movement forms and game strategies. ▪ Attempt to evaluate movement forms for skill improvement. ▪ Attempt to recognize physiological benefits of exercise during and after physical activity.
BELOW STANDARD	▪ Show no progress in utilizing appropriate vocabulary to refine movement and game strategies. ▪ Able to describe some of the advanced elements of movement forms and game strategies. ▪ Unable to evaluate movement forms for skill improvement. ▪ Does not recognize physiological benefits of exercise during and after physical activity.

Physical Education Performance Level Descriptors
Grade 12

Content Standard 1.0:	A physically educated student understands and applies movement concepts to the learning and development of motor skills.
EXCEEDS STANDARD	▪ Apply appropriate vocabulary to implement a class or school-wide activity. ▪ Synthesize discipline-specific knowledge to new physical activity. ▪ Analyze personal performance, apply results, and keep record of improvement. ▪ Compare and contrast health/fitness benefits derived from various physical activities.
MEETS STANDARD	▪ Apply appropriate vocabulary to design a class or school-wide activity. ▪ Integrate discipline-specific knowledge to new physical activities. ▪ Analyze personal performance and apply results for improvement. ▪ Analyze health/fitness benefits derived from various physical activities.
APPROACHES STANDARD	▪ Apply appropriate vocabulary to design a class or school-wide activity with teacher assistance. ▪ Integrate discipline-specific knowledge to new physical activities with teacher assistance. ▪ Require assistance to analyze personal performance to apply results for improvement. ▪ Describe health/fitness benefits derived from various physical activities.
BELOW STANDARD	▪ Unable to apply appropriate vocabulary to design an activity. ▪ Difficulty even with teacher assistance to integrate discipline-specific knowledge to new physical activities. ▪ Unable to analyze personal performance, even with teacher assistance. ▪ Unable to describe health/fitness benefits derived from various physical activities.

Physical Education Performance Level Descriptors
Grade 2

Content Standard 2.0:	Demonstrate competency in many movement forms and proficiency in a few movement forms.
EXCEEDS STANDARD	• Combine two or more mature forms of locomotor and nonlocomotor skills in a sequence. • Perform higher level manipulative skills in isolation. • Demonstrate a combination of three or more simple weight transfer and balance movements.
MEETS STANDARD	• Combine two or more locomotor and/or nonlocomotor skills in a sequence. • Perform a variety of basic level manipulative skills in isolation. • Demonstrate a combination of two simple weight transfer and balance movements.
APPROACHES STANDARD	• Has difficulty combining two or more locomotor and/or nonlocomotor skills in a sequence. • Inconsistently perform basic level manipulative skills in isolation. • Have difficulty combining weight transfer and balance movements.
BELOW STANDARD	• Unable to combine two or more locomotor and/or nonlocomotor skills in a sequence. • Unable to perform basic level manipulative skills in isolation. • Unable to combine weight transfer and balance movements.

Physical Education Performance Level Descriptors
Grade 3

Content Standard 2.0:	Demonstrate competency in many movement forms and proficiency in a few movement forms.
EXCEEDS STANDARD	▪ Demonstrate a series of mature locomotor and nonlocomotor movements with a partner. ▪ Perform a variety of manipulative skills in a more complex dynamic environment. ▪ Create a sequence of combinations of more complex weight transfer and balance movements.
MEETS STANDARD	▪ Demonstrate a mature form in all locomotor and nonlocomotor movements with a partner. ▪ Perform a variety of manipulative skills in a dynamic environment. ▪ Sequence combinations of more complex weight transfer and balance movements.
APPROACHES STANDARD	▪ Difficulty demonstrating a mature form in some locomotor and nonlocomotor movements with partner. ▪ Limited success performing a variety of manipulative skills in dynamic environment. ▪ Difficulty sequencing combinations of more complex weight transfer and balance movements.
BELOW STANDARD	▪ Unable to demonstrate a mature form in some locomotor and nonlocomotor movements with partner. ▪ Perform manipulative skills in isolation. ▪ Able to sequence combinations of simple weight transfer and balance movements.

Physical Education Performance Level Descriptors
Grade 5

Content Standard 2.0:	Demonstrate competency in many movement forms and proficiency in a few movement forms.
EXCEEDS STANDARD	• Utilize locomotor and nonlocomotor movements in competitive sport situations. • Execute a combination of more advanced manipulative skills in a new dynamic environment. • Evaluate a group sequence that combines weight transfer and balance movements.
MEETS STANDARD	• Utilize locomotor and nonlocomotor movements in physical activities. • Execute a combination of manipulative skills in a new dynamic environment. • Create and perform a sequence, alone or within a group that combines weight transfer and balance movements.
APPROACHES STANDARD	• Difficulty utilizing locomotor and nonlocomotor movements in physical activity. • Limited success combining manipulative skills in a new dynamic environment. • Difficulty creating and/or performing a sequence that combines weight transfer and balance movements.
BELOW STANDARD	• Able to perform locomotor and/or nonlocomotor movements in isolation. • Unable to combine manipulative skills in a new dynamic environment. • Able to create and/or perform a sequence combining weight transfer and balance movements with teacher assistance.

Physical Education Performance Level Descriptors
Grade 8

Content Standard 2.0: Demonstrate competency in many movement forms and proficiency in a few movement forms.	
EXCEEDS STANDARD	• Show proficiency in locomotor and nonlocomotor movements in a sports setting. • Show proficiency in previously learned manipulative skills. • Demonstrate the finer elements of more advanced manipulative skills. • Critique another's weight transfer and balance sequence in terms of scientific principles.
MEETS STANDARD	• Refine locomotor and nonlocomotor movements in a sports setting. • Refine previously learned manipulative skills. • Demonstrate the basic elements of more advanced manipulative skills. • Explain how scientific principles apply to weight transfer and balance movements.
APPROACHES STANDARD	• Show little progress in refining locomotor and nonlocomotor movements in a sports setting. • Show little progress in refining learned manipulative skills. • Demonstrate a few elements of more advanced manipulative skills. • Difficulty explaining how scientific principles apply to weight transfer and balance movements.
BELOW STANDARD	• Show no progress in refining locomotor and nonlocomotor movements in a sports setting. • Show no progress in refining learned manipulative skills. • Unable to demonstrate the elements of more advanced manipulative skills. • Unable to explain how scientific principles apply to weight transfer and balance movements.

Physical Education Performance Level Descriptors
Grade 12

Content Standard 2.0:	Demonstrate competency in many movement forms and proficiency in a few movement forms.
EXCEEDS STANDARD	▪ Demonstrate proficiency in more than three movement forms in two or more sports. ▪ Analyze and apply scientific principles to weight transfer and balance movements.
MEETS STANDARD	▪ Demonstrate proficiency in at least three movement forms in two or more sports. ▪ Apply scientific principles to weight transfer and balance movements.
APPROACHES STANDARD	▪ Demonstrate proficiency in at least two movement forms in two or more sports. ▪ Can apply scientific principles to movement skills with some assistance.
BELOW STANDARD	▪ Demonstrate proficiency in at least two movement forms in one sport. ▪ Unable to apply scientific principles to weight transfer and balance movements.

Physical Education Performance Level Descriptors
Grade 2

Content Standard 3.0:	Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.
EXCEEDS STANDARD	▪ Create and perform various shapes at high, medium, and low levels in a sequence. ▪ Spontaneously demonstrate a variety of locomotor movements in varying directions and pathways in a movement sequence. ▪ Combine the element of force with a variety of elements of movement. ▪ Create and perform a variety of movement sequences with a beginning, middle, and end (with and without a prop.) ▪ Combine relationship qualities with other elements of movement. ▪ Independently communicate with peers through dance. ▪ Consistently perform and demonstrate a variety of locomotor and nonlocomotor movements to a steady beat with or without a prop. ▪ Perform a variety of folk and social dances.
MEETS STANDARD	▪ Create shapes at high, medium, and low levels in a movement sequence. ▪ Demonstrate locomotor movements in varying directions and pathways. ▪ Demonstrate qualities of movement. ▪ Create a movement sequence with a beginning, middle, and end (with or without a prop). ▪ Demonstrate a relationship quality. ▪ Discuss and demonstrate how dance is used to communicate. ▪ Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop with few errors. ▪ Perform simple folk and/or social dances.
APPROACHES STANDARD	▪ Create, with teacher assistance, some shapes at high, medium and low levels in a simple sequence. ▪ Can demonstrate locomotor movements, but has difficulty utilizing changes in direction and pathway. ▪ Can identify, but not demonstrate the qualities of force. ▪ Create a movement sequence with a beginning, middle, and end (with or without a prop) with teacher assistance. ▪ Can identify but not demonstrate relationship qualities. ▪ Can identify but not demonstrate how dance is used to communicate. ▪ Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop only with teacher assistance ▪ Limited success in performing simple folk or social dances.
BELOW STANDARD	▪ Able to create shapes at high, medium, and low levels but not in a sequence. ▪ Unable to demonstrate locomotor movements in varying directions and pathways. ▪ Can neither identify nor demonstrate the qualities of force. ▪ Fails to create a movement sequence with a beginning, middle, and end (with or without a prop) even with teacher assistance. ▪ Lack ability to understand relationship qualities. ▪ Need teacher assistance to identify how dance is used to communicate. ▪ Fail to perform various locomotor and nonlocomotor movements to a steady beat with or without a prop. ▪ Can perform a simple folk or social dance with teacher assistance.

Physical Education Performance Level Descriptors
Grade 3

Content Standard 3.0:	Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.
EXCEEDS STANDARD	▪ Accurately demonstrates and performs a variety of shapes at high, medium, and low levels in a movement sequence with a partner. ▪ Create and perform a variety of locomotor movements utilizing changes in direction and pathway with a partner. ▪ Demonstrate, with a partner, an accurate understanding of the various qualities of movement and can apply them in movement. ▪ Create and perform a variety of movement sequences with a beginning, middle, and end with a partner (with or without a prop.) ▪ Accurately demonstrate partner skills with multiple partners. ▪ Able to express a variety of emotions through dance. ▪ Demonstrates and explains how dance differs and is the same as every day actions. ▪ Accurately creates and performs various movements to a steady beat (with or without a prop.) with a partner. ▪ Consistently move to a steady beat at various tempos with a partner. ▪ Perform and evaluate a variety of folk, and/or social dances from various cultures identifying historical background.
MEETS STANDARD	▪ Create shapes at high, medium, and low levels in a movement sequence with a partner with few errors. ▪ Demonstrate locomotor movements in varying directions and pathways with a partner. ▪ Demonstrate the qualities of movement with a partner. ▪ Create a movement sequence with a beginning, middle, and end with a partner (with or without a prop.) ▪ Demonstrate partner skills. ▪ Express emotion through movement. ▪ Observe and discuss how dance differs from and/or is the same as sports and everyday actions. ▪ Perform various movements to a steady beat (with or without a prop) with a partner. ▪ Move to a steady beat at various tempos. ▪ Perform folk and/or social dances from various cultures.

APPROACHES STANDARD	▪ Create shapes at high, medium, and low levels in a movement sequence with a partner but need visual and verbal cues from the teacher. ▪ Demonstrate locomotor movements in varying directions and pathways with a partner utilizing visual and verbal cues from the teacher. ▪ Demonstrate the qualities of movement with a partner only with teacher assistance. ▪ Demonstrate a movement sequence with a beginning, middle, and end with a partner showing some consistency and utilizing teacher assistance. ▪ Limited ability to demonstrate partner skills ▪ Can identify a single solution to a given movement problem. ▪ Express facial emotion through movement. ▪ Identify how dance and sport actions are the same but are unable to cite differences. ▪ Perform limited movements, with a partner, to a steady beat (with or without a prop) at various tempos with few errors. ▪ Move to a steady beat at various tempos with peer or teacher assistance. ▪ Perform, with few errors, a folk and/or social dance.

Physical Education Performance Level Descriptors
Grade 5

Content Standard 3.0:	Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.
EXCEEDS STANDARD	▪ Perform and evaluate, within a group, movement sequences which clearly demonstrate the use of shapes, levels and pathways. ▪ Perform with ease a wide range of qualities of movement. ▪ Demonstrate a variety of movement elements in a detailed movement sequence. ▪ Create and perform a lengthy movement sequence with an identifiable beginning, middle, and end both with and without rhythmic accompaniment. ▪ Create and perform a movement sequence applying a variety of partner skills. ▪ Create a lengthy dance movement, accurately repeat it, and then vary it, making changes in time, space, and qualities of movement. ▪ Identify and explain the elements of movement found in dance, sports, and everyday actions. ▪ Create movement sequence to convey a variety of ideas/concepts. ▪ Discuss detailed interpretations and reactions to a movement sequence. ▪ Create and perform detailed and multiple movements within a group setting to a steady beat with or without a prop. ▪ Skillfully move to a musical beat with many changes in tempo. ▪ Consistently perform a variety of technically complex folk and/or social dances from various cultures. ▪ Identify the cultural and historical context.
MEETS STANDARD	▪ Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels and pathways. ▪ Clearly demonstrate a range of qualities of movement. ▪ Observe and identify the action and movement elements of brief movement sequences. ▪ Create and perform identifiable beginning, middle, and end of a brief movement sequence both with and without rhythmic accompaniment. ▪ Apply one partner skill while creating a movement sequence. ▪ Create a brief movement phrase, accurately repeat it and then vary it, making changes in time, space, and/or qualities of movement. ▪ Recognize the elements of movement found in dance, sports, and everyday actions. ▪ Create a movement sequence to express an idea/concept. ▪ Discuss interpretations and reactions to a movement sequence. ▪ Create and perform various movements to a steady beat with or without a prop within a group. ▪ Move to a musical beat and responds to changes in tempo. ▪ Perform more technically complex folk and/or social dances from various cultures and identify the cultural and historical context.

APPROACHES STANDARD	▪ Create, within a group, a poorly defined movement sequence demonstrating the use of shapes, levels and pathways. ▪ Demonstrate a limited range of qualities of movement. ▪ Identify the action and movement elements of a brief movement sequence with teacher assistance in a group setting. ▪ Create and perform with some consistency, an identifiable beginning, middle, and end of a brief movement sequence without rhythmic accompaniment. ▪ Create, with teacher assistance, and perform a movement sequence applying one partner skill. ▪ Create, with teacher assistance, a brief movement phrase, accurately repeat it, and then vary it, making changes in time, space, or qualities of movement. ▪ Demonstrate a limited ability to recognize the elements of movement found in dance sports, and everyday action, with peer or teacher assistance. ▪ Create a movement sequence but unable to clearly express and idea/concept. ▪ Discuss reactions to a movement sequence but unable to discuss interpretation. ▪ Create a few movements, to a steady beat with some consistency, with or without a prop in a group. ▪ Move to musical beat with few errors when responding to changes in tempo. ▪ Perform with few errors more technically complex folk and/or social dances from various cultures and identify the cultural and/or historical context.

BELOW STANDARD	• Indistinguishable demonstration of a movement sequence using shapes, levels and pathways. Incomplete sequence within a group setting. • Display a lack of understanding of the range of qualities of movement. • Observe the action and movement elements in a movement sequence but are unable to identify them. • Create, with teacher assistance, a brief sequence with an identifiable beginning, middle, and end without rhythmic accompaniment. • Unable to create a movement sequence utilizing any partner skills. • Have difficulty in creating and accurately repeating a dried movement phrase. • Unable to recognize any of the elements of movement found in dance, sport, and every day action. • Have limited ability to create a movement sequence that express an idea/concept even with teacher assistance. • Unable to discuss reactions or interpretation of a movement sequence even with teacher support. • Require teacher assistance when moving to a steady beat with or without a prop in a group. • Can move to a musical beat with some consistency but unable to respond to changes in tempo. • Inconsistently and with frequent errors perform more technically complex folk and/or social dances from other cultures. Unable to identify the cultural or historical context.

Physical Education Performance Level Descriptors
Grade 8

Content 3.0 Students identify and demonstrate movement elements and skills in dance performance.	
Exceeds Standard	• Identify and accurately demonstrate basic dance steps, positions, and patterns from two different theatrical and/or traditional styles. • Observe and describe in depth the actions and qualities of movement in a dance sequence using appropriate movement vocabulary. • Independently transfer a rhythmic pattern from the aural, verbal or visual to the kinesthetic. • Accurately perform traditional and/or theatrical style dances of different time period or cultures and clearly describe differences in steps and movement styles. • Expressively perform a range of movement qualities.
MEETS STANDARD	• Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical and/or traditional styles. • Observe and describe the actions and qualities of movement in a dance sequence using appropriate movement vocabulary. • Accurately transfer a rhythmic pattern from the aural, verbal, and/or visual to the kinesthetic with some teacher assistance. • Perform traditional and/or theatrical style dance of different time periods or cultures and describe differences in steps and movement styles.
APPROACHES STANDARD	• Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical and/or traditional styles, with teacher assistance. • Observe and describe the actions and qualities of movement in a dance sequence using appropriate movement vocabulary with some teacher assistance. • Transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic with some success. • Perform with some consistency traditional and/or theatrical style dances of different time periods or cultures and describe with some difficulty differences in steps and movement styles.

Physical Education Performance Level Descriptors
Grade 12

Content Standard 3.0:	Students will exhibit a healthy physically active lifestyle.
EXCEEDS STANDARD	• Identify and demonstrate complex combinations of steps and patterns from different theatrical and/or traditional styles of dance with advanced technical skills. • Observe and analyze in depth the actions and qualities of movement in dances using appropriate movement vocabulary. • Demonstrate complex rhythmic acuity with consistency. • Perform traditional and/or theatrical style dances of different time periods or cultures, with advanced technical skills; and compare and contrast steps and movement styles.
MEETS STANDARD	• Identify and demonstrate complex combinations of steps and patterns from different theatrical and/or traditional styles of dance with consistency. • Observe and analyze the actions and qualities of movement in dances using appropriate movement vocabulary. • Demonstrate rhythmic acuity with consistency. • Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.
APPROACHES STANDARD	• Identify and demonstrate complex combinations of steps and patterns from different theatrical and/or traditional styles of dance with some consistency. • Observe and analyze the actions and qualities of movement in dances using appropriate movement vocabulary with some consistency. • Demonstrate simple rhythmic acuity with consistency. • Perform traditional and/or theatrical style dances of different time periods or cultures inconsistently and have difficulty comparing and contrasting steps and movement styles.
BELOW STANDARD	• Do not identify and/or demonstrate complex combinations of steps and patterns from two different theatrical and/or traditional styles of dance. • Observe and analyze the actions and qualities of movement in dances using appropriate movement vocabulary without consistency. • Demonstrate simple rhythmic acuity without consistency. • Unable to perform traditional and/or theatrical style dances of different time periods or cultures and lacks the ability to compare and contrast steps and movement styles.

Physical Education Performance Level Descriptors
Grade 2

Content Standard 4.0:	Students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
EXCEEDS STANDARD	▪ Explain health-related components addressed in selected exercises. ▪ Engage in vigorous daily structured physical activity. ▪ Explain health-related fitness components. ▪ Demonstrate and explain various exercises in a safe manner.
MEETS STANDARD	▪ Identify health-related components addressed in selected exercises. ▪ Engage in moderate daily structured physical activity. ▪ Identify health-related fitness components. ▪ Perform various structured exercises in a safe manner.
APPROACHES STANDARD	▪ Can sometimes recognize health-related components addressed in selected exercises. ▪ Engage in structured daily physical activity requiring a low level of physical exertion. ▪ Can sometimes recognize health-related fitness components. ▪ Perform various structured exercises in a safe manner with teacher assistance.
BELOW STANDARD	▪ Unable to identify health-related components in selected exercises. ▪ Makes no effort to engage in structured daily physical activity requiring moderate physical activity. ▪ Unable to identify health-related fitness components. ▪ Unable to perform various structured exercises in a safe manner with teacher assistance.

Physical Education Performance Level Descriptors
Grade 3

Content Standard 4.0:	Students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
EXCEEDS STANDARD	• Evaluate implications of the results of health-related fitness assessment. • Sustain vigorous physical activity for a specified period of time. • Independently engage in activity that results in the development of health-related fitness components. • Distinguish between proper and improper warm-up, conditioning and cool down techniques and the reason for using them.
MEETS STANDARD	• Describe implications of the results of health-related fitness assessment. • Sustain moderate physical activity for longer periods of time. • Engage in activity that results in the development of health-related fitness components. • Identify proper warm up, conditioning and cool down techniques and the reason for using them.
APPROACHES STANDARD	• Can sometimes describe implications of the results of health-related fitness assessment. • Can sometimes sustain moderate physical activity for short periods of time. • Marginally participate in activities that result in the development of health-related fitness components. • Recognize with assistance proper warm-up conditioning, and cool down technique and the reason for using them.
BELOW STANDARD	• Can recognize implications of the results of health-related fitness assessment. • Attempts to sustain moderate physical activity for short periods of time. • Does not choose to participate in activities that result in the development of health-related fitness components. • Cannot identify proper warm-up, conditioning, and cool down techniques nor the reason for using them.

Physical Education Performance Level Descriptors
Grade 5

Content Standard 4.0:	Students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
EXCEEDS STANDARD	▪ Achieve personal goals related to fitness assessment. ▪ Maintain continuous aerobic activity for an extended period of time. ▪ Record target heart rate after engaging in physical activity for a specific time. ▪ Describe and distinguish the health-related components of fitness in various activities. ▪ Select proper warm-up, conditioning, and cool down regimen.
MEETS STANDARD	▪ Create personal goals related to physical fitness assessment. ▪ Maintain a continuous aerobic activity for a specified time. ▪ Engage in physical activity at target heart rate for a specified time. ▪ Identify the health-related components of fitness in various activities. ▪ Utilize proper warm-up, conditioning, and cool down techniques.
APPROACHES STANDARD	▪ Develops personal goals related to fitness assessment with assistance. ▪ Attempts to maintain continuous aerobic activity for a specified time. ▪ Attempt to engage in physical activity at target heart rate for a specified time. ▪ Inconsistently identify the health-related components of fitness in various activities. ▪ Describe proper warm-up, conditioning, and cool down techniques.
BELOW STANDARD	▪ Limited success developing goals related to fitness assessment. ▪ Unable to maintain a continuous aerobic activity. ▪ Unable to engage in physical activity at target heart rate for a specified time. ▪ Inaccurately identify the health-related components of fitness in various activities. ▪ Cannot describe proper warm-up, conditioning, and cool down techniques.

Physical Education Performance Level Descriptors
Grade 8

Content Standard 4.0:	Students will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
EXCEEDS STANDARD	▪ Implement a personal health-related fitness program based on an accurately assessed fitness profile. ▪ Analyze and present principles of training/conditioning as they apply to regular fitness activities. ▪ Research and/or participate in a variety of health-related fitness activities in both school and community. ▪ Research and teach safe exercise alternatives.
MEETS STANDARD	▪ Design a personal health-related fitness program based on an accurately assessed fitness profile. ▪ Understand and apply principles of training/conditioning to regular fitness activities. ▪ Identify and/or participate in a variety of health-related fitness activities in both school and community. ▪ Compare safe vs. unsafe exercises and demonstrate safe exercise alternatives.
APPROACHS STANDARD	▪ Develop, with assistance, a personal health-related fitness program based on an accurately assessed fitness profile. ▪ With assistance, can apply principles of training to regular fitness activities. ▪ Difficulty identifying and/or participating in a variety of health-related fitness activities in both school and community. ▪ Inconsistently compare safe vs. unsafe exercises.
BELOW STANDARD	▪ Unable to design a personal health-related fitness program based on an accurately assessed fitness profile. ▪ Unable to apply principles of training to regular fitness activities. ▪ Inaccurately identify a variety of health-related fitness activities in both school and community. ▪ Incorrectly identify safe vs. unsafe exercises.

Physical Education Performance Level Descriptors
Grade 12

Content Standard 4.0:	Students will achieve and maintain a health-enhancing level of physical fitness through structured and guided activities.
EXCEEDS STANDARD	• Maintain and record progress towards health-related fitness goals as defined by formal guideline. • Independently engage in and evaluate physical activity that address fitness and wellness throughout life. • Analyze and maintain a personal healthy lifestyle independently of teacher intervention. • Evaluate physical activity for injury potential and act upon the evaluation.
MEETS STANDARD	• Refine health-related fitness goals as defined by a formal guideline. • Independently engage in physical activity that address fitness and wellness throughout life. • Analyze a personal healthy lifestyle independent of teacher intervention. • Evaluate physical activity for injury potential.
APPROACHES STANDARD	• Difficulty refining health-related fitness goals as defined by a formal guideline. • Engage in physical activity that addresses fitness and wellness with teacher prompt. • Difficulty in analyzing a personal healthy lifestyle. • Inconsistently evaluate physical activity for injury potential.
BELOW STANDARD	• Unable to refine health-related fitness goals as defined by a formal guideline. • Choose not to engage in physical activity that addresses fitness and wellness. • Inaccurate analyses of a personal healthy lifestyle. • Limited success in evaluation of physical activity for injury potential.

Physical Education Performance Level Descriptors
Grade 12

Content Standard 4.0:	Students will achieve and maintain a health-enhancing level of physical fitness through structured and guided activities.
EXCEEDS STANDARD	▪ Maintain and record progress towards health-related fitness goals as defined by formal guideline. ▪ Independently engage in and evaluate physical activity that address fitness and wellness throughout life. ▪ Analyze and maintain a personal healthy lifestyle independently of teacher intervention. ▪ Evaluate physical activity for injury potentiai and act upon the evaluation.
MEETS STANDARD	▪ Refine health-related fitness goals as defined by a formal guideline. ▪ Independently engage in physical activity that address fitness and wellness throughout life. ▪ Analyze a personal healthy lifestyle independent of teacher intervention. ▪ Evaluate physical activity for injury potential.
APPROACHES STANDARD	▪ Difficulty refining health-related fitness goals as defined by a formal guideline. ▪ Engage in physical activity that addresses fitness and wellness with teacher prompt. ▪ Difficulty in analyzing a personal healthy lifestyle. ▪ Inconsistently evaluate physical activity for injury potential.
BELOW STANDARD	▪ Unable to refine health-related fitness goals as defined by a formal guideline. ▪ Choose not to engage in physical activity that addresses fitness and wellness. ▪ Inaccurate analyses of a personal healthy lifestyle. ▪ Limited success in evaluation of physical activity for injury potential.

Physical Education Performance Level Descriptors
Grade 2

Content Standard 5.0:	Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.
EXCEEDS STANDARD	▪ Apply class rules, procedures, and safe practices with limited teacher reinforcement. ▪ Consistently demonstrate cooperation and sharing. ▪ Consistently demonstrate components of respect during activities. ▪ Exhibit quality participation and vigor during multicultural activities.
MEETS STANDARD	▪ Apply class rules, procedures, and safe practices with teacher reinforcement. ▪ Engage in physical activity involving cooperation and sharing. ▪ Demonstrate components of respect during activities regardless of personal differences. ▪ Participate in multicultural activities.
APPROACHES STANDARD	▪ Apply some class rules, procedures, and safe practices with teacher reinforcement. ▪ Identify the characteristics of cooperation and sharing and engage with teacher assistance. ▪ Occasionally demonstrate components of respect during activities. ▪ Marginally participate in multicultural activities.
BELOW STANDARD	▪ Unable to apply class rules, procedures or safety practices. ▪ Unable to cooperate and share during physical activity. ▪ Occasionally demonstrate components of respect during activities with team reinforcement. ▪ Choose not to participate in multicultural activities.

Physical Education Performance Level Descriptors
Grade 3

Content Standard 5.0:	Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.
EXCEEDS STANDARD	▪ Apply class rules, procedures, safety practices and etiquette with no teacher reinforcement. ▪ Demonstrate acceptable responses to challenges, successes, and failures in physical activity. ▪ Seek to modify activities with regard to diversity and physical activity. ▪ Predict the connection between a dance, game, or sport and the culture in which it originates.
MEETS STANDARD	▪ Apply class rules, procedures, safety practices and etiquette with limited teacher reinforcement. ▪ Identify acceptable responses to challenges, successes, and failures in physical activity. ▪ Understand the purpose for modifying activities with regard to diversity and physical activity. ▪ Understand the connection between a dance, game, or sport and the culture in which it originates.
APPROACHES STANDARD	▪ Apply class rules, procedures, safety practices and etiquette with teacher reinforcement. ▪ Identify responses that result from participating in physical activities with teacher assistance. ▪ Understand with teacher prompt, the purpose for modifying activities with regard to diversity and physical activity. ▪ Able to understand the connection between a dance, game, or sport and the culture in which it originates with teacher assistance.
BELOW STANDARD	▪ Unable to apply class rules, procedures, safety practices and etiquette with any consistency. ▪ Unable to identify responses that result from participating in physical activities. ▪ Resist attempts to modify activities with regard to diversity and physical activity. ▪ Unable to understand the connection between a dance, game, or sport and the culture in which it originates with teacher assistance.

Physical Education Performance Level Descriptors
Grade 5

Content Standard 5.0:	Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.
EXCEEDS STANDARD	▪ Encourages others to make proper decisions to apply rules, procedures, and to use proper etiquette. ▪ Encourage others to respond positively to challenges, successes and failures in physical activities. ▪ Independently manages conflict positively, regardless of differences. ▪ Persuade others to use teamwork while interacting with others regardless of differences. ▪ Independently monitor themselves while encouraging others to use positive sportsmanship regardless of differences. ▪ Volunteer to tutor less skilled peers regardless of differences. ▪ Share personal and/or learned experiences regarding games, sports and dance from different cultures.
MEETS STANDARD	▪ Make decisions to apply rules, procedures, and to use proper etiquette. ▪ Demonstrate positive responses to challenges, successes, and failures in physical activity. ▪ Manage conflict positively with teacher reinforcement regardless of differences. ▪ Demonstrate teamwork and positive sportsmanship while interacting with others regardless of differences. ▪ Identify similarities and differences of games, sports, and dance from different cultures.
APPROACHES STANDARD	▪ Occasionally make decisions to apply rules, procedures, and to use proper etiquette. ▪ With teacher interaction, responds positively to challenges, successes and failures in physical activities. ▪ Occasionally manages conflict positively regardless of differences. ▪ Occasionally demonstrate teamwork while interacting with others regardless of differences. ▪ Occasionally demonstrate positive sportsmanship while interacting with others regardless of differences. ▪ Inconsistently work cooperatively with less skilled peers regardless of differences. ▪ Difficulty distinguishing between similarities and differences of games, sports, and dance from different cultures.
BELOW STANDARD	▪ Seldom choose to apply rules, procedures, and to use proper etiquette. ▪ Unable to demonstrate acceptable responses to challenges, successes, and failures in physical activity. ▪ Rarely manages conflict positively. ▪ Rarely demonstrates teamwork while interacting with others. ▪ Rarely demonstrate positive sportsmanship while interacting with others. ▪ Unwilling to work cooperatively with less skilled peers. ▪ Unable to distinguish between similarities and differences of games, sports, and dance from different cultures.

Physical Education Performance Level Descriptors
Grade 8

Content Standard 5.0:	Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.
EXCEEDS STANDARD	▪ Evaluate potential consequences and make a positive behavior choice. ▪ Organize and work cooperatively with a group to achieve goals in cooperative or competitive situations. ▪ Persuade others to be supportive and inclusive of all ability levels. ▪ Teach a sport, dance, and/or game from another culture.
MEETS STANDARD	▪ Analyze potential consequences when confronted with a behavior choice. ▪ Work cooperatively within a group to achieve goals in cooperative or competitive situations. ▪ Demonstrate behavior that is supportive and inclusive of all ability levels in physical activity settings. ▪ Demonstrate a sport, dance, and/or game from another culture.
APPROACHES STANDARD	▪ Identify potential consequences when confronted with a behavior choice. ▪ Limited success in working cooperatively within a group setting to achieve a goal in cooperative or competitive situations. ▪ Show some willingness to be supportive and inclusive of other ability levels. ▪ Demonstrate a sport, dance, and/or game from another culture with teacher assistance.
BELOW STANDARD	▪ Does not recognize consequences when confronted with a behavior choice. ▪ Does not attempt to work cooperatively. ▪ Show behavior that is unsupportive and intolerant of other ability levels. ▪ Unwilling to demonstrate a sport, dance, and/or game from another culture.

Physical Education Performance Level Descriptors
Grade 12

Content Standard 5.0:	Students will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.
EXCEEDS STANDARD	▪ Initiate a change of a potentially dangerous situation to avoid negative outcomes or consequences during participation in physical activity. ▪ Initiate a leadership role in a group setting. ▪ Debate the changing needs of physical activity in a diverse society.
MEETS STANDARD	▪ Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity. ▪ Accept the responsibility for taking a leadership role. ▪ Discuss changing needs of physical activity in a diverse society.
APPROACHES STANDARD	▪ Identify potentially dangerous outcomes and consequences during participation in physical activity. ▪ Occasionally assume leadership responsibilities in a group setting. ▪ List the changing needs of physical activity in a diverse society.
BELOW STANDARD	▪ Unaware of potentially dangerous outcomes and consequences during participation in physical activity. ▪ Do not accept leadership responsibilities in a group setting. ▪ Unable to recognize any changing needs of physical activity in a diverse society.

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